

ADDRESS OF PRESIDENT CATTELL

BEFORE THE

SYNOD OF PHILADELPHIA UPON LAFAYETTE COLLEGE,

WITH THE RESOLUTIONS OF SYNOD.

(Extract from the Minutes of Synod.)

“SCRANTON, PA., October, 1870.

“The Standing Committee on Lafayette College presented the following resolutions, which were unanimously adopted:

“*Resolved*, That Synod gratefully recognizes the hand of Divine Providence in the present prosperity of Lafayette College, and records anew its thanks to the generous men whose donations have enabled it so to enlarge its curriculum as to meet the increased demands of the age.

“*Resolved*, That Synod rejoices in the establishment of a Polytechnic School in connection with the College, and we recommend those who intend their sons to be Engineers, Miners, and Chemists, to avail themselves of the advantages offered by a college so distinctively Christian and Presbyterian, so admirably situated for such studies, in the very midst of the great mining and manufacturing region of our country, and so well provided, through the munificent endowment of Mr. Pardee, with the means and appliances of technical instruction.

“*Resolved*, That Synod commends this College anew to the liberality of our people, especially those whom God has blessed with wealth—that it may be speedily relieved from any present embarrassment arising from the varied and extensive work it has already undertaken, and may be able to enter with efficiency upon the still wider field opening before it, and that President Cattell be requested to print, for the information of our people, the statements and appeal made by him to Synod.”

The address which accompanied the Report of the Trustees of Lafayette College to the Synod of Philadelphia, is herewith submitted to the public, in compliance with the above request of Synod, and in the hope that its statements may call attention to the enlarged work undertaken by the College, and to the great need of an addition to its resources that this work may be carried on with increased vigor and efficiency.

In presenting the Annual Report of Lafayette College, for the first time, to the Re-united Synod of Philadelphia, to which it now properly belongs, I shall make a somewhat fuller statement than usual of its condition and prospects. To this I am prompted by the

special request of many brethren who wish to be more fully informed upon this subject, as well as by my own sense of duty to the Synod and to the College.

And perhaps I should first of all gratefully refer to that favoring Providence which has marked the recent history of the College. Why God so long delayed to answer the prayers of its pious founders and early supporters, is not for us to know. Although its history, during long years of patient and unwavering devotion, abundantly proves their large self-sacrifice, and their devout consecration to the work, almost the entire generation that saw its corner-stone laid in faith and hope, passed away without seeing its successful establishment. More than once, indeed, it seemed on the very brink of dissolution. Many of you know that in one of these critical periods in its history, (1836,) only ten years after its charter was signed, it was saved by the voice of Dr. Archibald Alexander, of Princeton. He had the sagacity to see the importance, for the development of our Church in eastern Pennsylvania, of permanently holding the central position at Easton, in the interests of Christian learning and culture; and regarding its future relations to Princeton College, of which he was a Trustee, as one of generous and beneficent emulation rather than of injurious competition, he earnestly protested against surrendering the ground which had been occupied, already at so much expense, under the auspices, if not in the name of the Presbyterian Church. It is also known to some of you that even so late as 1863, the financial condition of the College was so alarming, and its friends generally so disheartened, that a special meeting of the Trustees was called to "take into consideration the propriety of suspending operations under increasing embarrassments." At the meeting of the Synod that year, the impression seemed general that Lafayette must go the way of Dickinson, and the Presbyterian Church of eastern Pennsylvania double its shame in thus permitting two colleges, within a few years, to go to pieces on its hands. The chairman of the Synod's Committee, to whom this whole subject was referred, has told me that never in his life had he felt more profoundly the importance and solemnity of a trust. He went to his room, and kneeling before God, earnestly implored the Divine guidance. Should he formally propose to Synod the abandonment of these consecrated halls? Let me read

to you the resolution which he reported, and which was unanimously adopted by the Synod :

“Resolved, That Synod re-affirms its undiminished interest in Lafayette College, and will not cease to labor and pray for its final and successful establishment, under the divine blessing, beyond all contingencies.”

Scarcely had these vows been recorded, when the College was visited with a most blessed revival. It seemed altogether removed from human agency, and so plainly from the hand of God, that it appeared like His seal set anew upon the College. The Spirit of the Lord seemed to descend suddenly, and to “fill all the place.” The number of students was small, but it was observed in most of the prayer-meetings that rarely was a student absent. There are those, and I see one before me now, who are this day preaching that pardon and peace to others which they then sought and found for themselves. Then came the free-will offerings of the people, still showing conspicuously the hand of God, in that he turned to this College, for the first time in its history, the hearts of the wealthy and liberal. Mr. Pardee’s first gift to us of twenty thousand dollars was, at the time it was made, the largest sum ever given by one man to any educational institution in Pennsylvania. Our donors always have been few in number, but they now began to reach out to us their full hands. We had read of such great things done for Harvard and Yale, and it seemed more like a delicious dream than a reality when these large benefactions were made to us by single individuals. One paid the existing debt; another bought additional grounds; another built an Astronomical Observatory; another, a Chemical Hall; another endowed the Chair of Chemistry; another, the Chair of Botany; four others built Dormitories for the students; the citizens of Easton added a spacious and handsome Wing to the main College Building; and the endowment fund rose to over two hundred and fifty thousand dollars. The whole number of the students in actual attendance during the year of the revival was forty-one; this fall the new students alone numbered over ninety. The Faculty then consisted of nine members, now its enlarged field demands the full services of twenty-two.

Thus, brethren, has God answered the prayers that went up from the thousands in Israel for the successful establishment of Lafayette College;—exceeding perhaps the fondest hopes of her own sons, who,

with rare devotion, have loved and cherished her through all the trying vicissitudes of her history.

THE ORGANIZATION AND WORK OF THE COLLEGE.

The question has often been asked, "What need have you for so many Professors?" The answer may perhaps be most satisfactorily given by a somewhat detailed account of the varied and extended work we have undertaken. To this I invite your special attention.

The works of the College may be described under five different Departments, viz., the CLASSICAL COURSE, SCIENTIFIC COURSE, TECHNICAL COURSE, WORKING SECTIONS, and SPECIAL COURSES OF STUDY.

I.

First and foremost among these in its relations to a general, thorough education and culture, is the old and well-established College Course, the basis of which is the Latin and Greek languages. An unfortunate impression has prevailed in some quarters that Lafayette College has abandoned the Classical Course, or at least made it secondary in importance to the scientific. I assure you that this is far from being the case. The very first paragraph that meets the eye of any one who chooses to examine our Catalogue is as follows:

"The CLASSICAL COURSE is similar to the Undergraduate course of our best Colleges; it will continue to afford the amplest opportunities for the study of the Ancient Languages. It is the earnest endeavor of the Board to give it greater efficiency year by year. They regard it not only as the regular introduction to the special professional study of Theology, Medicine, and Law, but also as a thoroughly tried means of securing the culture and elevation of mind, and of imparting the useful and liberal learning which becomes a Christian scholar."

Indeed, we have repeated such statements so often and so publicly that there ought to be no longer any room for misapprehension upon this point. I hope the members of Synod noticed in the report of your Committee of Examination, read this morning, that while these brethren say, "as to ALL the examinations they witnessed your Committee would express their UNQUALIFIED APPROBATION," they laid special emphasis upon the thoroughness and efficiency of the Classical Course. Let me quote their words:

"Your Committee were particularly gratified with the method in which the ancient Classics are there taught, not only in regard to the thorough drill in the grammatical structure of the languages and their literature, but specially in regard to the philological feature of the instruction, which, though somewhat novel, impressed the Committee as very valuable."

Now it would have been perfectly proper for me to call the attention of the Committee to this feature, and if it impressed them favorably, to request special mention of it in their report; but no such attention was called and no such request was made. I knew nothing of their report until it was read in your hearing, and I must express my gratification to find that so far from the Committee discerning even a trace of that neglect of the classics which some supposed would follow the introduction of the Scientific Department, they were "particularly gratified" with the thorough instruction at Lafayette, not only in the Grammar but in the Literature of the Classics. We insist upon it, that our Course in Greek and Latin is of a high order; that it is not only exact and thorough, but is more extensive than in most Colleges. Even if its relations to manly culture were not so deeply felt by us, and its importance also to those who intend to study Law and Medicine, we should maintain this Classical Course in its integrity for the many candidates for the ministry who pursue their studies at Lafayette. For them a thorough training in Latin and Greek is acknowledged by all to be indispensable. And in this connection I may remark, that we have had for some years an optional course in Hebrew, which has been of great advantage to our candidates for the ministry. How far we have succeeded in giving efficiency also to this, may be seen from the fact I learned yesterday, that the first and second prizes given to entrance students at Princeton Theological Seminary, after a full examination of all the candidates, were awarded a few weeks since to graduates of Lafayette College!

II.

But while thus retaining the regular Classical Course and aiming to give it even "greater efficiency year by year," the Trustees have added a parallel Course in which the philological study of Modern Languages takes the place of Latin and Greek. It is designed for those who wish to study the Natural Sciences, Mathematics, Modern

Languages and Literature, History, Logic, and Mental and Moral Philosophy, as thoroughly as they are studied in our best colleges, and who would be glad to enjoy the cultivation and learned habits and associations of college life, but who, whether wisely, or unwisely, will not study the Ancient Languages. It is called the SCIENTIFIC COURSE, to distinguish it from the Classical, though it contains liberal provision for philological study, substituting Modern Languages and Literature for the Ancient.

President Barnard of Columbia College has recently published some carefully prepared tables of statistics by which it appears that notwithstanding the largely increased number of colleges in our country, the number of college students in proportion to the population has been steadily decreasing for the last thirty years. Why is this? Not because the young men of this generation have less means, or are less impressed with the value of education; but because they do not, to so great an extent as formerly, feel the importance of the education heretofore afforded by our Colleges on the basis of the ancient languages. I do not propose to discuss the point whether they are right or wrong, but the fact itself is so apparent that our oldest and best established Colleges have made large concessions to this class by abridging the Latin and Greek; providing elective studies in the upper classes; in some cases making the study of the Classics optional after the first half of the Sophomore year. It seemed to us that this was neither one thing or the other; it could not pretend to give the finished culture that is claimed for thorough classical studies, while for the smattering of Latin and Greek it required for admission, it kept many students from the advantages of the rest of the College Course. It deprived them altogether of an education, or forced them to enter a lower grade of institutions known as Business or Commercial Colleges. We therefore determined to retain the old Classical Course in all its integrity, for those who desire it, and to add another course, pure and simple, with no Latin and Greek at all, but with an adequate amount of philological study, having for its basis Modern Languages, especially the English.

I beg you to understand, Brethren, that in thus yielding to what we regarded as a reasonable demand of the "New Education," we are not disposed to make any rash or hazardous ventures in our

methods of study, either in the old or new Course. We do not seek to attract attention by any novelties or educational experiments. On the contrary, we have aimed to lay the new course as near as possible to the old and well-worn track. Our Catalogue says:

"The Trustees of the College are deeply impressed with the thought that our present collegiate system has grown up under the fostering care of the Church, and that the relations of our old college studies to manly culture and religious training have been studied by generations of Christian educators. They have therefore taken care that the new course shall not be removed from the old landmarks, and that as far as possible the old approved methods of instruction shall be used in all the departments of study. It will be found that the new course includes all the studies of the old, except the Ancient Languages, and it is believed that the method of teaching English and other Modern Classics, which has been for some years in use in the College, may be so adapted to the students of the new course as to give in a good degree the same kind of discipline that is derived from the study of Greek and Latin."

Though this new course demands a large addition to our Faculty, and has therefore largely increased the expenditures of the College, we believe it was due to the community that it should be established, and we intend to carry it on, as well as the Classical Course, with earnestness and vigor. A distinguished Classical Professor in one of our best colleges told me that he favored such a course in the interests of classical education! It would squarely meet the new demand and leave the old classical culture a freer opportunity for development.

III.

But the greatest and most expensive addition to our Curriculum, and one which only the munificence of Mr. Pardee enabled us to add, is the Course in Technical Studies. Let me quote again from our Catalogue:

"In addition to the GENERAL SCIENTIFIC COURSE, which is designed to lay a substantial basis of knowledge and scholarly culture, courses of four years each have been arranged, in which students may, if they choose, devote themselves during the Junior and Senior years to studies essentially practical and technical, viz,

I. ENGINEERING, Civil, Topographical, and Mechanical. This Course is designed to give professional preparation for the location, construction, and superintendence of Railways, Canals, and other Public Works; Chemical Works and Pneumatic Works; the design and construction of Bridges; the trigonometrical and topographical survey of States, Counties, etc., the survey of Rivers, Lakes, Harbors, etc., and the direction of their improvement; the design, construction, and use of Steam Engines and other Motors, and of Machines in general; and the construction of geometrical, topographical, and machine drawings.

II. MINING AND METALLURGY. This Course offers the means of special preparation for exploring undeveloped mineral resources, and for taking charge of mining or metallurgical works. It includes instruction in Engineering as connected with the survey, exploitation, and construction of mines; with the construction and adjustment of furnaces and machines; and with machine drawing: also instruction in Chemistry and Assaying, as applied to the manipulation of minerals.

III. CHEMISTRY. This Course includes text-book study, lectures and laboratory practice, every facility for which is found in the Laboratories of JENKS CHEMICAL HALL. Particular attention is given to the Chemistry of Agriculture, Medicine, Metallurgy, and the Manufacturing processes."

In short, the aim of these Technical schools is to give a professional education to ENGINEERS, MINERS, and CHEMISTS equal to that afforded by such celebrated schools as the Rensselaer Polytechnic at Troy, the Columbia School of Mines at New York, and the Massachusetts Institute of Technology at Boston. Each of these Institutions is represented in our Faculty by one of its graduates, as is also the school of Mines at Freiberg, Saxony, the oldest, and in some respects the best in the world. We seek thus to profit by the matured experience of them all, and we design that the buildings and appliances for the Pardee Scientific School at Lafayette College shall compare favorably with the best in the country.

Moreover, it is the aim of the Trustees that these Technical Courses shall have a decided and pronounced Christian character. How much shall it profit your son if Instructors in Science, while teaching him much that is valuable in his future profession, shall teach him to despise the faith that you hold dearer than your own life? And even where Trustees and Professors may be respectful to the claims of religion, or may exemplify its spirit in their own lives of consistent piety, is there not something lacking, if no Christian character belongs to the School as such? Our theory is, that the scientific school, like the college, ought to resemble a Christian family with its morning and evening prayer, its common altar for Sabbath worship, and its stated hours of biblical instruction. A community of scholars has an organized life, differing from a body of clerks in a bank, or of workmen in a shop; and there are parents, I am sure, who will be glad to know of a Polytechnic school equal to any in the land in its appliances for study and in the learning and ability of its instructors, which aims also to establish a character distinctively Christian and evangelical.

An important consideration which led to the establishment of these

Polytechnic Courses at Lafayette, is the peculiar relation the College bears, on account of its position, to the industrial resources of the country. As the Circular of the Pardee Scientific Department says:

“Lafayette College is in the midst of the great mining and manufacturing region of the middle States. Every process used in the *mining* and *working* of the various ores of IRON, and in the manufacture of iron into the thousand forms in which it is used, is going on almost within sight. Near by are the COAL MINES which supply the markets of Philadelphia and New York. Mineral wealth abounds on all sides. The expert is continually called on to examine new tracts of land, to analyze new ores, and to devise new ways of working and handling them. Here, every resource of ENGINEERING is displayed in the works connected with the preparation and transport of LUMBER, and the carrying of RAILROADS and CANALS through the mountains and over the rivers. Those who wish to prepare themselves to be working engineers in any of these departments, come from all parts of the country to observe and study these works, and it is most desirable that adequate means should be provided for the prosecution of scientific studies in the midst of them.”

Having, then, such advantages of position, and such a thorough organization, ought not these Technical Courses, if we worthily fulfil our pledges, to receive the patronage of the Presbyterian community; at least of those within easy access of Easton? It will take some time for us to secure such patronage as the older polytechnic institutions enjoy, and if in the meanwhile this great expense is reduplicated in the establishment of new schools in the field which we are abundantly able to take care of, will there not be the same sad story which has been the reproach of our colleges, of several feeble institutions occupying, if not filling, the field which should belong to one really strong and vigorous?

IV.

The WORKING SECTIONS of the Pardee Scientific School may be regarded as a separate Department. The full regular course is designed for those who have time and means for thorough preparation. It is based on the fact that an Engineer, a Chemist, or a Miner, wants to be a thoroughly educated man, both in the general branches of learning, and in those strictly of his profession;—like the Minister, the Lawyer, or the Physician. But there are those who seek these professions who have not time or means for the full course. Such persons having suitable preparation may devote their whole attention

at Lafayette, for a short time, to thorough preparation for professional employment in the following branches, viz.,

1. ROAD ENGINEERING.
2. MINING ENGINEERING.
3. MINING GEOLOGY, AND METALLURGY.
4. APPLIED CHEMISTRY.

I need not enter into the details of all these branches, (they can be found in our Catalogue,) but as an illustration of the whole, take that of ROAD ENGINEERING. The class is organized, and fully equipped as an Engineering Corps, and goes through all the necessary operations for the construction of a railroad from Easton to some selected terminus, each step being accompanied by text-book study and lectures. In this way both theory and practice are thoroughly taught. There is first the preliminary study of maps, and the reconnoissance; then running the preliminary lines, with maps and memoirs of the same, and the final location of the road, including grades and curves. The final maps show longitudinal and cross sections, excavations, &c. This is followed by the study and location of tunnels, bridges, and depots. The entire Field Work and Office Work, including drafting and calculations, is performed under the direction and supervision of the Professor. Examinations are also made of the celebrated Engineering Works that abound in the vicinity of Easton, and written reports made upon them, accompanied by plans, calculations, and discussion of the principles involved. No one can fail to see what an advantage such a course offers to young men who aim to become Division Engineers, yet who are not able to take the entire course.

V.

To a fifth Department may be referred the provision at Lafayette for SPECIAL or ADVANCED students in certain Departments, such as Natural Science, History, Modern Languages and Philology, especially the philological study of the English. The studies are under the direction of the Professors of the several Departments, but are not confined to any fixed range.

The Observatory offers the usual facilities for an advanced course in Astronomy. The Laboratories are fitted up with experiment desks

and other arrangements for those who may wish to make original researches, or to study any branch of applied Chemistry, under the Professor who has been connected with this Department more than thirty years. The College Herbarium contains the most complete Flora of Pennsylvania in existence, and offers unusual advantages to Post-graduate students of Botany, who may also avail themselves of the aid of the Professor by whom mainly it was collected during twenty-five years of enthusiastic labor. And I beg to remind you that Lafayette was the first college in this country to establish a distinct Professorship for the philological study of our own language. There is something in this very fact that inspires with a scholarly enthusiasm those who come to Lafayette to pursue this special branch of study, under the Professor who was the first appointed to this Chair.*

And now, Brethren, in these statements as to our work, you have the answer to the question why we have so many Professors. To carry on all these Departments vigorously and successfully requires a large as well as an able corps of instructors, and this brings me to the consideration of our expenditures.

EXPENDITURES AND RESOURCES.

Although each step in the enlargement of the courses of study seemed forced upon us by the public demand, and although the whole

* In connection with the above statement, I may be permitted to quote the following from an Article in the last number of the *North British Review*, (October,) entitled, "*The Higher Education of the United States.*"

"A distinctive feature worth mentioning is seen in the curriculum of Lafayette College, at Easton, in Pennsylvania. This is not one of the largest institutions of the kind, but it is eminently distinguished by the intelligence and zeal which pervade its arrangements, and make themselves felt in the success of the teaching. For some years past, under the able direction of Professor March, the English language has been made a prominent feature in the programme. The Professor treats the English author chosen for study—Milton, for instance—as a competent classical teacher does Homer or Virgil. The text is minutely analyzed, the mythological, historical, and metaphysical allusions carefully investigated and appreciated, parallel passages from English authors of different periods adduced, and the rules of composition in poetry or prose illustrated. As to the language itself, independently of the thought conveyed by it, investigations are conducted into the origin, value, and chronological history of the words, their formation, &c.; and in short, into everything which belongs to the domain of comparative philology. Nowhere else is the subject treated with equal competence and success."

plan has been carefully matured by the Board of Management, and placed on an extremely economical basis of expenditure, I must frankly say to you that we have undertaken more than our present resources will warrant. The College is not poor, but the growth of its work, and the constant pressure upon it for enlarged expenditures to carry on this work, necessitates the use of large sums of money—much larger, indeed, than our present income from all sources. The income from students, as you probably know, is very small, owing to the immense number of scholarships sold during Dr. McLean's administration;—most of which are still available. This source of revenue barely suffices for the general miscellaneous expenditure. We are therefore mainly dependent, for the support of the Professors, upon the income from the permanent endowment fund. This, last year, was not quite \$17,000, and divided among the twenty-two members of the Faculty, does not afford a comfortable support, to say nothing of a fair remuneration for the learning and ability which college instructors are supposed to possess. The tutors receive only \$600, the assistant Professors \$1,000, and the full Professors from \$1,200 to \$1,600. Our endowment fund must be largely increased, or these salaries must be still further reduced. The Chair of Chemistry has been endowed by Mr. WILLIAM ADAMSON, of Philadelphia; and the Jessie Chamberlain Professorship of Botany by Mr. THOMAS BEAVER, of Danville. Who will help us, and honor themselves by endowing others?

ADDITIONAL BUILDINGS NEEDED.

Besides this addition to our endowment fund the College needs new buildings, as I mentioned in my letter to the *Presbyterian*, last week.

I said nothing then, and shall have nothing to say now, about a new Building for the Technical Courses of the Pardee Scientific Department; for though it is the most expensive of all our much needed improvements, it is among the least of my anxieties. There will be no appeal to the public for this. Only let it be seen that the general College Departments are provided for by the Presbyterian community, upon which, in all directions, are radiating from this centre of high education such manifold blessings, and we shall soon see rising upon College Hill a building that shall combine the best features of the

most celebrated Technological Institutions of this country and of Europe, fitted up with all the appliances of modern scientific culture, and every way worthy of the enlarged and comprehensive views of the munificent Founder of the Department.

But who will erect for us the other buildings that we have so long and so urgently needed?

1. THE CHAPEL.

First of all is the CHAPEL. I really have nothing new to say about this. The whole Synod knows that the old room we have so long used, both for recitations and worship, is every way unfit for a chapel. When the Synod met at Easton, four years ago, the committee to whom this subject was referred, made an earnest appeal that "some scheme be devised by which the entire Synod will unite in erecting among the new buildings now crowning College Hill, a MEMORIAL CHAPEL;" and upon their report, it was resolved unanimously, "that on the day of prayer for schools and colleges, or the week following, a collection be taken up in all the churches within our bounds for the purpose of commencing a fund for the building of a College Chapel." At the meeting next year in Danville it was found that this effort had resulted in securing the sum of \$360.21! That year, still stronger resolutions were passed, and a special committee of one minister from each Presbytery was appointed to carry out the plan. This second and last effort, after deducting the expenses, resulted in the additional sum of \$320.60! Meanwhile the old room has become still more crowded and uncomfortable; and as we now quite despair of securing this "Memorial Chapel" by resolutions of Synod, is there not some one Brother here who will undertake this special work in his own congregation; or can there not be found some one individual or family who, without waiting for others to act, will build this Chapel as his or their "Memorial before the Lord."

2. ADDITIONAL DORMITORIES.

These are imperatively needed for the largely increased number of students. All our college rooms are full, and it is almost impossible to get rooms in the Borough, within the means of our students, to say

nothing of the great inconvenience of ascending our high hill for recitations three times a day. Who will join with BLAIR and NEWKIRK, and MARTIEN and POWEL, in building for our students convenient homes on College Hill?

3. A LIBRARY.

We are obliged to keep our books in a room which, like the Chapel, is used for daily recitations. There is even now not shelf-room for half our books, and how their number would increase if we had a suitable building to hold them! Who will erect it for us?

4. A GYMNASIUM.

Every good College ought to have a GYMNASIUM. We have long had the site for one marked out between Newkirk and Martien Hall, and we have recently elected a Professor for this special Department of Physical Culture, upon which the health of students so largely depends; but we are still waiting for some generous friend, who, fully appreciating the all-important subject of HEALTH, will place at our disposal funds for the Building.

5. APPARATUS, PRIZES, AND A BENEVOLENT FUND.

Then we need special donations for apparatus and models. We ought to have a few prizes for meritorious students; and we greatly need a permanent fund, the annual interest of which may be appropriated for the relief of worthy but indigent students. There may be some who have not sufficient means to endow Professorships or to erect Buildings, but they are honestly desirous of doing something for Lafayette. How I would like to meet and talk with such! These objects are as important as any I have mentioned, and donations for them, however small, will be gratefully received and the wishes of the donors faithfully carried out.

I have occupied more time than usual, Brethren, upon this important subject, for the reason I gave at the beginning, and because we cherish the hope that when the great work of the College, and its great wants are known to our people, this MEMORIAL YEAR of our Re-united Church will be a memorable year for Lafayette College, in

the generous addition it will make to its resources. It seems, indeed, as if it ought not to need the stimulus of a "memorial year" to secure for us the relief we need in the great work which the Church has given us to do; yet as the liberality of our people seems everywhere quickened under the stimulus of this five million fund, and as the General Assembly mentioned in its first resolution, "Theological Seminaries and Colleges" as appropriate objects, we believe that our appeal will meet with all the heartier response. This fund, I feel sure, is not to be altogether appropriated for building parsonages, or enlarging or repairing churches, or paying off church debts. All over the land I observe that Synods and Presbyteries are urging the claims of colleges located within their bounds. I hold in my hand a pamphlet, in which the claims of Hamilton College for \$250,000 of the memorial fund are presented with a force that must command attention, and which I hope and believe will meet with a generous response. I am pleased to learn that the first object placed upon the list for the Memorial Fund of the old First Church of Philadelphia, is the completion of the endowment for the Albert Barnes Professorship in Hamilton College. But, Brethren, shall nothing be done for Lafayette? A college not only located within the bounds of the Synod of Philadelphia, and under Presbyterian influence—having thus a general claim upon the Synod—but one solemnly received under your fostering care, all of whose Trustees and Professors hold their places by your official act, and to which, these many years, has repeatedly been given your pledge of sympathy and aid! If you are convinced that its pecuniary resources, though largely increased of late, are still utterly inadequate for its extended work, shall the great number of worthy objects which this Memorial Year has suddenly brought to the front make you overlook your own College? You are not called upon to found a new institution! Here is one, as this pamphlet says of Hamilton, "marked by the providence of God in its past history; rich in friends; provided with resources; baptized with revivals, and crowned with honor and usefulness." Located at one of the preaching stations of the revered David Brainerd, it has ever cultivated a missionary spirit—some of its students have found martyr graves in heathen lands. An unusually large proportion of its graduates

(nearly one half) are in the ministry; not a few of them occupying prominent and useful positions. Three are Professors in Theological Seminaries, and one was elected President of Princeton College. And then how beautiful for situation! Have you ever seen a more magnificent view than that from College Hill? It is not the least of the educational advantages in a four years course at Lafayette, that the student daily looks out upon a scene of such surpassing loveliness. Then its retired situation, so admirably adapted to student life, yet so central and easy of access from all parts of the country. Easton is three hours from Philadelphia, with eight daily trains; less than three hours from New York City, with thirteen daily trains; we have five daily trains to Scranton, and I know not how many to Harrisburg and Central Pennsylvania! It is proverbially healthy, and the cheapness of living, with the plain simple style which prevails among the community, makes the necessary expenses of a student at Lafayette comparatively small. It is the very place for a College—especially for one, most of whose students are obliged to practise economy, and so many of them candidates for the ministry.

And now, Fathers and Brethren, what shall be your response to all this? Through you I make one more solemn appeal to the Presbyterian community. Something may be done for the College beyond your bounds, in other parts of Pennsylvania, and in New York City, that great metropolis which pours its benefactions all over the land, but our main dependence is upon the region embraced in the Synod with which the College is connected. The providence of God has placed you with us in this important field. The reputation of Lafayette College is yours also. Men shall speak of it to your honor and praise if its work is well done, or to your reproach if otherwise. Nay, my brethren, more than your *reputation* is involved. There is your own conscience, to which I can make a higher appeal. Surely God shall set it over to your account, whether, through indifference or neglect, the College remains inadequately furnished even for its present work which you have given it to do, or whether, consecrated anew by your gifts and prayers, it shall be girded yet higher, and go forth to a still nobler mission to this and succeeding ages.